



FEMA

NATIONAL QUALIFICATION SYSTEM (NQS)

POSITION TASK BOOK
FOR THE POSITION OF

Community Emergency Response Team (CERT) Section Chief

Version: August 2021

Check the appropriate position type:

Single Type

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:
POSITION TASK BOOK WAS INITIATED:
LOCATION:
DATE:

Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.
FINAL EVALUATOR'S SIGNATURE:
DATE:
FINAL EVALUATOR'S PRINTED NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION
I certify that _____ has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.
OFFICIAL'S SIGNATURE:
DATE:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
E-MAIL:

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors, and tasks.

A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, it is forwarded to the Quality Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training, or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors, and Tasks

The PTB reflects the minimum criteria to qualify or recertify for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.

The PTB covers all type levels for a given position, but a trainee may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation; however, bullet statements within a task are examples.

PTB Task Codes

Each task in the PTB model has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all of the listed circumstances.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed during a full-scale exercise with equipment deployed under the Incident Command System (ICS).

Code F: Task performed during a functional exercise managed under the ICS.

Code I: Task performed during an incident or event managed under the ICS. Examples include oil spill, search and rescue operation, hazardous materials (HAZMAT) response, fire and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s) or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled “Evaluation Record #” for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators’ qualifications before signing off on the PTB.

Evaluator’s name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title and the evaluator’s home agency.

Evaluator’s home unit address and phone: List evaluator’s home unit address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident, and their kind (such as team, personnel, and equipment) pertinent to the trainee’s PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1, or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee’s future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator’s initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator’s relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home unit address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above-named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

Community Emergency Response Team (CERT) Section Chief

1. Competency: Assume position responsibilities

Description: Successfully assume the role of CERT Section Chief and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Successfully assume the role of CERT Section Chief and initiate position activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Initiate and maintain appropriate section activity log: <ul style="list-style-type: none"> • Complete activity log and use to support shared situational awareness • Transfer activity log information to other documents, positions, and displays 	E, F, I		

1b. Behavior: Gather, update and apply situational information relevant to the assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
2. Obtain initial briefing from the CERT Team Leader: <ul style="list-style-type: none"> • Obtain current Incident Action Plan (IAP) or other relevant plans 	E, F, I		
3. Collect information from outgoing Section Chief or other personnel responsible for the section: <ul style="list-style-type: none"> • Information on incident relevant to the section's activities • Information on the Incident Command System (ICS) organizational structure 	E, F, I		

1c. Behavior: Ensure availability, qualifications and capabilities of resources to complete assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4. Review the IAP or other relevant plans to identify resources assigned: <ul style="list-style-type: none"> • Location and status of assigned resources • Resource identifier, if assigned • Supervisor name and contact information • Resource kind, type and quantity 	E, F, I		

1d. Behavior: Establish effective relationships with relevant personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
5. Establish and maintain positive interpersonal and interagency working relationships: <ul style="list-style-type: none"> • Outgoing CERT, if applicable • Local agencies • Hosting unit • Policy Group, if established • Public 	E, F, I		
6. Coordinate with functional areas within the incident management structure: <ul style="list-style-type: none"> • Participate in operational and functional area briefings 	E, F, I		

1e. Behavior: Establish or determine organization structure, reporting procedures, and chain of command of assigned resources

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. Determine section resource requirements: <ul style="list-style-type: none"> • Request and document additional personnel • Recommend and document demobilization of excess personnel • Seek and gain CERT Team Leader approval for personnel actions 	E, F, I		
8. Organize assigned resources into configurations to meet incident/tactical objectives.	E, F, I		

2. Competency: Lead assigned personnel

Description: Influence, lead and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

2a. Behavior: Model leadership values and principles

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
9. Exhibit principles of duty, respect and integrity: <ul style="list-style-type: none"> • Be proficient in the job, both technically and as a leader • Make sound and timely decisions • Supervise staff to ensure they understand and can accomplish duties and tasks • Train and mentor assigned subordinates • Keep assigned personnel informed • Seek and accept responsibility for actions 	E, F, I, J		

2b. Behavior: Ensure the health, safety, welfare and accountability of assigned personnel

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Comply with relevant health and safety requirements: <ul style="list-style-type: none"> • Direct operations based on health and safety considerations and guidelines • Ensure that assigned personnel follow safety guidelines appropriately • Spot-check operations to ensure compliance with safety considerations • Account for assigned resources 	E, F, I		
11. Evaluate mental and physical fatigue of assigned personnel and make resources available to support: <ul style="list-style-type: none"> • Appropriate work/rest ratio • Crisis counseling 	E, F, I		

2c. Behavior: Establish work assignments and performance expectations, monitor performance and provide feedback

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Determine assigned resources' ability to complete assignment within time frame and provide feedback through the chain of command.	E, F, I		
13. Develop schedules and assignments based on IAP or relevant plan: <ul style="list-style-type: none"> • Assign responsibilities for segments within the CERT section 	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
14. Ensure that subordinates understand assignment for each operational period.	E, F, I		

2d. Behavior: Coordinate interdependent activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
15. Coordinate activities with adjacent sections: <ul style="list-style-type: none"> • Review assignments to determine specific areas or tasks requiring coordination • Maintain communications with adjoining sections 	E, F, I		
16. Establish cohesiveness among assigned resources: <ul style="list-style-type: none"> • Promote an environment of open communication • Demonstrate and encourage commitment to the team and mission • Set expectations for accountability • Focus on the team result 	E, F, I		
17. Coordinate across functional areas.	E, F, I		

3. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

3a. Behavior: Ensure the exchange of relevant information during briefings and debriefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
18. Effectively communicate options, considerations and recommendations during briefings.	E, F, I		
19. Inform CERT Team Leader as appropriate: <ul style="list-style-type: none"> • Conditions affecting section operations • Hazardous conditions • Situation status in assigned work area • Unresolved conflicts with adjacent section • Effectiveness of air operations within section area • Underutilized assets 	E, F, I		
20. Provide subordinates with tactical briefings: <ul style="list-style-type: none"> • Discuss alternate plan based on strategies, control objectives and types of resources available 	E, F, I		
21. Obtain periodic progress reports from subordinates and adjacent resources.	E, F, I		

3b. Behavior: Ensure documentation is complete and disposition is appropriate

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
22. Ensure that incident documentation and administrative requirements are complete, as the CERT Team Leader requires: <ul style="list-style-type: none"> • Submit incident narrative to supervisor • Complete and submit activity log to CERT Team Leader or appropriate personnel for each operational period • Ensure all personnel and equipment time records are complete and submitted at the end of each operational period 	E, F, I		

3c. Behavior: Communicate incident priorities and operations

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
23. Communicate priorities, objectives and any changes throughout the section: <ul style="list-style-type: none"> • Maintain shared situational awareness throughout the section 	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
24. Monitor section support status and develop alternate strategies to meet incident objectives: <ul style="list-style-type: none"> • Advise assigned staff of significant changes in incident status that may affect them 	E, F, I		
25. Report unexpected occurrences (such as injuries, illnesses, accidents, political contacts or property loss or damage): <ul style="list-style-type: none"> • Ensure that standard information contains nature of event, location, scope, personnel involved, initial action taken and appropriate subsequent action • Protect Personally Identifiable Information (PII) while reporting 	E, F, I		
26. Provide timely feedback.	E, F, I		

3d. Behavior: Develop and implement plans

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
27. Help prepare the IAP, planning meeting agenda and strategic plan for the next operational period: <ul style="list-style-type: none"> • Update section on current situation • Help set priorities for next operational period • Determine tasks and work assignments for next operational period • Advise on current capabilities and limitations • Determine resource needs or excess 	E, F, I		
28. Participate in prepare other relevant section plans: <ul style="list-style-type: none"> • Action plan • Contingency plans • Safety plan 	E, F, I		

4. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Identify kind, type and number of resources required to achieve objectives.	E, F, I		
30. Determine appropriate tactics: <ul style="list-style-type: none"> • Make resource assignments when applicable and document 	E, F, I		
31. Adjust tactics in response to opportunities or problems encountered.	E, F, I		
32. Implement objectives and special instructions for section: <ul style="list-style-type: none"> • Monitor work progress and evaluate incident situation • Evaluate different uses of single and combined resources based on tactical needs within section • Evaluate section accomplishments against set objectives • Develop recommendations for next operational period 	E, F, I		
33. Apply a continuous risk management process: <ul style="list-style-type: none"> • Situational awareness • Hazard assessment • Hazard control • Decision point • Evaluation 	E, F, I		
34. Determine need for assistance: <ul style="list-style-type: none"> • Identify need for additional assistance by monitoring work progress or obtaining reports from subordinates • Coordinate with CERT Team Leader and request assistance according to procedures discussed in briefing • Notify CERT Team Leader when resources shift within the section or exceed operational needs 	E, F, I		
35. Identify and communicate logistical support needs: <ul style="list-style-type: none"> • Apply the CERT Size-Up continual size up: <ul style="list-style-type: none"> • Gather Facts • Assess and Communicate • Consider Probabilities • Assess Your Own Situation • Establish Priorities • Make Decisions • Develop Plan of Action • Take Action • Evaluate Progress 	E, F, I		

4b. Behavior: Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
36. Coordinate an efficient transfer of position duties when mobilizing/demobilizing resources: <ul style="list-style-type: none"> • Inform assigned personnel and supervisor • Communicate with incoming personnel concerning when and where transition of positions will occur • Conduct transition effectively • Document follow-up actions 	E, F, I		
37. Provide a face-to face-briefing to the incoming CERT Section Chief: <ul style="list-style-type: none"> • Discuss current conditions, concerns and actions • Identify potentially hazardous conditions 	E, F, I		

4c. Behavior: Plan for demobilization and ensure staff follow demobilization procedures

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
38. Help develop, approve and implement demobilization plan: <ul style="list-style-type: none"> • Coordinate with supervisor during development and implementation • Coordinate with appropriate partners regarding demobilization procedures • Coordinate section needs and responsibilities • Provide information to supervisor to assist with decisions on release priorities 	E, F, I		
39. Complete process for demobilizing section responsibilities: <ul style="list-style-type: none"> • Reinforce emphasis on safety and accountability during this phase of the operations • Brief subordinate staff on demobilization responsibilities • Ensure all subordinate staff demobilize in a timely and complete manner • Demobilize equipment, as necessary • Brief replacement, if necessary 	E, F, I		
40. Participate in agency administrator's organization closeout and After-Action Review (AAR).	E, F, I		